

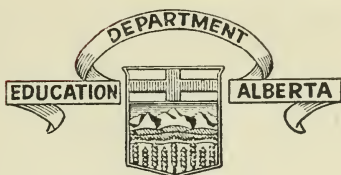
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Program of Studies for Senior High School

BULLETIN 6

Prescribed Courses

IN

FRENCH 1, 2, 3

LATIN 1, 2, 3

GERMAN 1, 2, 3

The outlines contained in this Bulletin are authorized by the Department of Education and supersede all other outlines of these courses which have appeared previous to September 1, 1950.

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ENGLISH TEACHING IN FOREIGN LANGUAGES

The teacher of Latin, French or German is in an ideal position to make a practical contribution to the improvement of English teaching. As early as 1646 Sir Thomas Browne detected a pronounced trend in favor of learning Latin to understand English. While this is a roundabout method of learning English, not encouraged in these courses of studies, nevertheless the study of any foreign language indubitably makes English grammar much easier to understand. The correlation between the foreign language and the mother tongue can be happily achieved by keeping in mind the following principles, whether the language be Latin, French or German:

- (1) In teaching vocabulary it is safe to assume that beginners have no knowledge whatever of grammar or syntax. Explain simply and briefly the difference between subject, direct and indirect object, the parts of the sentence, the parts of speech. Obviously it is folly to talk about direct and indirect object in French if the student does not know these cases when he meets them in English.
- (2) Whenever a grammatical term is used be sure all members of the class know its meaning. Do not take it for granted, for example, that everyone knows what is meant by the possessive case. Before teaching the French for "the children's oranges" take a moment or two to indicate the case of the two nouns in English.
- (3) In most languages the verb is the backbone of the language. The tense forms will undoubtedly cause much trouble unless care is taken to dispel the haze that covers such (to the teacher) simple terms as present perfect, pluperfect, and future. If a student writes correctly the future of *audio* in Latin, or *venir* in French, it must not be taken for granted that he knows the English meaning of these forms.
- (4) Idioms differ from language to language, and should not be translated literally. It is a good teaching device, however, to take a look at the literal meaning of a foreign idiom,—with a warning that this is merely to help fix it in the mind. Whenever a thought is expressed in two languages, it should be in good idiomatic form, finally, in both languages.
- (5) After a student has spent three years or more in studying a foreign language, much of what he has learned may have faded from his mind, but much too will survive. The discerning teacher will see to it that one of the surviving values will be an enhanced respect for, and knowledge of correct and forceful English.

FRENCH

There are two extreme points of view with regard to objectives and aims in teaching modern languages, particularly French. On the one hand there is the school of thought which holds that the development of conversational ability is the important objective. On the other hand some claim that the development of reading and writing skills is the main legitimate objective. In Alberta there are, unfortunately, too many teachers adhering to the latter viewpoint, whether by choice or circumstance. In the long run the student of French wishes, if he is a normal person, to understand the language when he hears it spoken; he will wish, in addition, to speak it himself, to read it, and to write it. If, during the learning period, he has had experiences through the fourfold media of hearing, speaking, reading and writing French he will have had an interesting and most likely a profitable time in his French classes.

The advocates of the Direct Method are, in the main, persons who speak French with some facility. In England, for example, language teaching is done by speaking the language taught. All teachers of French are encouraged to spend one year in France. The advocates of the Reading Method believe that a student who is taught from the first to read the language will have more to show for his work after two or three years. In Alberta, under conditions as they are in the average class-room, with teachers differing greatly in linguistic skill and training, it has been decided that the best policy is one of steering a middle course between the Direct Method and the Reading Method. Accordingly the basic text for the first two years is one which can be used to advantage by the exponents of either method. In a French class taught by a teacher who has had little or no training in pronunciation, it would be well for both teacher and class to defer any teaching or study of French until the preliminary chapter on pronunciation is thoroughly mastered by teacher and students. Subsequently the pronunciation of all new words encountered should be practised carefully, following the cues given in brackets in the vocabularies. This applies to verb forms, to useful expressions, and to all places in the prescribed text where the correct pronunciation is indicated in phonetics. After three years of high school French every student should have acquired a reasonable facility in simple spoken French, and, at the same time, reasonable skill in reading French. These objectives need not conflict with each other; in fact there is evidence to indicate that progress in learning to speak accelerates progress in learning to read, and vice versa.

Recognizing the fact that a significant number of teachers in Alberta have taken special courses in French at Banff, Montreal and Paris, two additional texts are prescribed for French 1 and 2, either of which may be used as an alternative by specially qualified teachers. The words "specially qualified" mean "able to converse rather fluently in French." The approval of the Department must be given before these texts are used. It should be noted that the Roux text, the basic text in grammar for French 1 and 2, provides abundant material for oral drill by means of the questionnaires, the series of actions, the classroom expressions, the French grammatical terms, the *dictées*. All teachers are expected to use this material in its entirety.

At the end of the third year of high school French, the students sit for an external written examination administered by the High School and University Matriculation Examinations Board. This will be an examination uniform for all students whether taught by the Direct Method or by the Reading Method. Oral tests have not yet been devised which are as reliable as written tests; nevertheless questions testing knowledge of French pronunciation are valid and can be expected on the final paper. It is expected that in every school the development of oral and aural skills will go forward along with development of reading and writing skills. The Department of Education has modernized the written examination at the end of grade twelve. This has been made more reliable by the introduction of more questions of the objective type. There is greater emphasis than formerly on "sight" passages. There are still questions, of course, devoted to vocabulary, verb forms and idioms necessary for conversational use or reading comprehension. Within the limits imposed by a written type of examination an effort has been made to include questions which cannot be answered by those who have little knowledge of French pronunciation and little conversational facility. It is felt that the new type examination measures with a high degree of accuracy general language power in French.

FRENCH I

- ✓ **Textbook:** *Premier Cours de Français*: Roux;
Lessons 1-25, including review exercises.
- ✓ **Reading:** *Contes Dramatiques*: Hills and Dondo. Any twelve selections will be an acceptable minimum for intensive reading, and teachers should encourage students to read as much more as possible.

Phonetics: The Roux text deals with pronunciation and phonetic symbols on pages 1 to 16. The systematic study of French sounds should be begun not later than the first week of October. In Grade X the student should be able to express orally the sounds of all the words which are written phonetically in the vocabularies in each lesson. The following prescription is suggested as the minimum amount of phonetics for this grade:

1. Nasalized vowels:

[ã], [ɛ̃], [ɔ̃], [œ̃]

2. Vowels:

| LETTER | PHONETIC SYMBOL | APPROXIMATE ENGLISH EQUIVALENT | FRENCH EXAMPLE |
|----------------|-----------------|--------------------------------|-----------------|
| a | [ɑ] | a in <i>father</i> | pas [pa] |
| â | [ɑ] | a in <i>apple</i> | la [la] |
| e (mute) | [ə] | e in <i>the</i> (man) | le [lə] |
| é (acute) | [e] | a in <i>made</i> | les [le] |
| è (grave) | [ɛ] | e in <i>let</i> | est [ɛ] |
| ê (circumflex) | [ɛ] | e in <i>let</i> | fête [fɛt] |
| i | [i] | i in <i>machine</i> | si [si] |
| o (closed) | [o] | o in <i>go</i> | vos [vo] |
| o (open) | [ɔ] | o in <i>cloth</i> | mol [mɔl] |
| u | [y] | no English equivalent | lu [ly] |
| y | [i] | i in <i>machine</i> | syllabe [silab] |

3. Consonant sounds which are identical with the English sounds and symbols:

| LETTER | PHONETIC SYMBOL | APPROXIMATE ENGLISH EQUIVALENT | FRENCH EXAMPLE |
|--------|-----------------|---------------------------------|----------------|
| b | [b] | b in <i>bat</i> | balle [bal] |
| c | [k] | c in <i>coat</i> before a, o, u | cou [ku] |
| c | [s] | c in <i>cent</i> before e, i, y | ici [isi] |
| ch | [ʃ] | ch in <i>machine</i> | chose [ʃɔz] |
| d | [d] | d in <i>dare</i> | des [de] |
| f | [f] | f in <i>fect</i> | faute [fo:t] |
| g | [g] | g in <i>go</i> | gâteau [gato] |
| g | [ʒ] | s in <i>pleasure</i> | gilet [ʒilɛ] |
| gn | [ɲ] | ng in <i>sing</i> | gagner [gane] |
| j | [ʒ] | s in <i>pleasure</i> | joli [ʒɔli] |
| k | [k] | k in <i>kick</i> | kilo [kilo] |
| l | [l] | l in <i>late</i> | lac [lak] |
| m | [m] | m in <i>man</i> | mot [mo] |
| n | [n] | n in <i>need</i> | nez [ne] |
| p | [p] | p in <i>page</i> | porte [pɔrt] |
| ph | [f] | ph in <i>phonetic</i> | phrase [fraz] |
| q | [k] | k in <i>kick</i> | cinq [sɛ:k] |

The sign for length of vowels [ː] may be ignored in French 1, 2 and 3.

French words are pronounced with very little stress and are articulated clearly and distinctly. Every syllable of the following words, for example, has the same stress, with the exception of the last on which there may be a slight stress: *vocabulaire, indicatif, automobile*.

If, as suggested above, the four nasal vowels and the vowel sounds are taught in French 1, a basis has been laid for good pronunciation. The consonants which are written and pronounced exactly as in English will add themselves naturally, so that words may be read and written in phonetics.

It is suggested that the teacher choose four words from each vocabulary involving only these symbols, and that the student be required to write these in phonetics. This would give him practice by the end of the year in one hundred words, valuable practice, but not an undue burden on either the student or the teacher.

Alternative Texts: On securing the approval of the Department specially qualified teachers may use instead of the Roux text one of the following:

- ✓(a) *Cours Elementaire de Français*; Travis and Wilson, Chapters 1-23 inclusive.
- ✓(b) *First Year French*; O'Brien and Lafrance.
- ✓(c) *Le Français Moderne*; Cru and Guinnard.

Teacher and Student References:

A. Dictionaries:

Students should be encouraged to provide themselves with a dictionary which has the phonetic pronunciation, and to help themselves by looking up new words which they encounter. The following will be found very useful:

1. *Mon Premier Dictionnaire Français*; Linklater. (School Edition).

This is a fascinating, copiously and humorously illustrated dictionary of 8,000 words. The meanings of French words are given in very simple French, accompanied by explanatory drawings.

2. *French-English, English-French Dictionary*; Kettridge.

B. Pronunciation Manual:

Pronunciation of French; Jeanne Vidon Varney.

This is a most complete treatment of pronunciation.

- #### **C. Teachers' Reference:** A teacher's Manual and Key to accompany *Premier Cours de Français*.

Verbs: A study of the principal parts, and the future, imperfect, past definite, present indicative, imperative, and past indefinite tenses of the following verbs for re-

cognition purpose: *donner, finir, répondre, avoir, être, commencer, écrire, savoir, aller, faire, prendre, dire, voir, pouvoir, traduire, mettre...* It is suggested that suitable exercises in the text be reviewed in the above tenses.

FRENCH 2

✓ **Textbook:** *Premier Cours de Français*; Roux.
The entire text is prescribed.

✓ **Reading:** *Lectures Pratiques*; A. L. Cru.

Supplementary Reading: Below is a list of supplementary reading books for French 2 students. A minimum of forty pages selected from these books should be read by each student. The primary aim of extensive or supplementary reading is to interest the student in reading for understanding and pleasure. This list need not be adhered to rigidly; other suitable reading material may be substituted, at the teacher's discretion, to fit the needs of individual classes. It is suggested that at least one set of these books be provided by the school and placed on the library shelves for students in French 2 classes.

The intensive study of the book prescribed as the reading text for the grade should give the pupil a knowledge and appreciation of the subject matter and enlarge his vocabulary. The exercises provided in the reading text will assist him, through oral and written practice, in mastering and assimilating individual words and language forms so that they become part of his active vocabulary.

The books in the extensive or free-reading program are much simpler than the book prescribed for intensive reading. First, the teacher should explain the aims of silent reading and the methods used in intelligent silent reading. He should indicate that it is unnecessary and time-consuming to be referring continually to a dictionary before trying to derive the meaning from the reading matter and notes. In a short time the pupil will find that he is gaining increasing satisfaction from his ability to read and understand the new language.

The books on this list are inexpensive and, even if they are all purchased, the cost is relatively small. The stories are listed in order of difficulty, the more difficult tales coming at the bottom of the list.

| BOOK | AUTHOR | REMARKS |
|----------------------------------------------------------------|------------------------|--------------------------------------------------------------|
| <i>Vingt Jours en Angleterre</i> | Pierre Vedrier | A good story. |
| <i>Douze Contes faciles</i> | B. Yandel | Easy reading. |
| <i>Le Casque invisible</i> | Marc Ceppi | Popular; good plot. |
| <i>Les Bonnard chez eux</i> | N. H. Garrett | Simple, mostly present tense. |
| <i>Les Laval s'amuse</i> | André Larive | Excellent illustrations. |
| <i>Lectures pour la jeunesse</i> | Whitmarsh | Simple stories, both serious and humorous. |
| <i>Les Trois Petits Eclaireurs et En Route vers le sud</i> | Hellin et Clairval | Two stories of adventure. |
| <i>Les Vacances d'Alain</i> | Brodin | An American child in Quebec. |
| <i>L'Année française</i> | Hedgcock and Hugues | Life and customs in France. |
| <i>La Mission de Slim Kerrigan</i> | Oxford Series | A popular tale. |
| <i>A l'Enseigne du coq</i> | Saxelby | Formerly on the Alberta course. |
| <i>Contes dramatiques</i> | Hills and Dondo | Reading text in Grade X. |
| <i>Les Aventures de Pinocchio</i> | Collodi | An interesting story |
| <i>Jeunesse</i> | Julia Titterton | Life in France; also proverbs, riddles |
| <i>Le Jeune Pierre</i> | Paul Germain | Exciting story of a 17-year-old boy in French Canada. |
| <i>Legendes et Contes de France</i> | Hedgcock and Hugues | Formerly on the Alberta course. |
| <i>L'Oncle Maurice</i> | Henri Fiennes | Clever illustrations, good story. |
| <i>Les Chandeliers de l'évêque</i> | Hugo | A real favorite; a simplified extract from "Les Misérables". |

Alternative Texts: On securing the approval of the Department specially qualified teachers may use instead of the Roux text one of the following:

- ✓ (a) *Cours Elémentaire de Français*;
Travis and Wilson.
The entire text is to be covered.
- ✓ (b) *Second Year French*; O'Brien and LaFrance.
- ✓ (c) *Le Français Moderne*; Cru and Guinnard.

Phonetics:

Review: (1) The vowels and nasalized vowels studied in French 1.

(2) Compound vowels: [œ], [ø]

(3) Consonants and
Semi-consonants: [ʒ], [ʃ], [ɲ], [w], [j]

Teach [j] only as it occurs in words such as *fille, famille, Versailles, bouteille, feuille, travail, soleil, fauteuil*. As the semi-consonant [ɥ] is particularly difficult, the learning of this symbol may be omitted.

It is suggested that in French 2 ten words be chosen from each vocabulary for writing practice. Thus by the end of French 2 the student will have had practice in writing the pronunciation of 330 words.

Teachers' and Students' References: As in French 1.

Verbs: The sixteen verbs covered in the French 1 course shall be studied for mastery, and the following shall be studied for recognition: *boire, vouloir, venir, lire, devoir, connaître, ouvrir, croire, partir, s'asseoir, envoyer, falloir, mener*.

All the above verbs shall be learned in the following tenses: the future, past indefinite, imperative, imperfect indicative, present subjunctive, and conditional.

FRENCH 3

✓ **Textbook:** *Cours Moyen de Français*, Part 1; E. B. Travis and J. E. Travis.

✓ **Reading:** Cycle 1 (1950-51 and alternate years) *Sans Famille*; Hector Malot. Read intensively chapters I-XVI, inclusive, and do the exercises. Chapters XVII-XXIV

should be read extensively for plot development and story. Cycle 2 (1951-52 and alternate years) Text to be announced.

Grammar: The entire textbook is prescribed, with the following omissions:

Lesson XIII —Omit the reading lesson and all of the exercises except C, E, G. The relative pronoun, dealt with in this lesson, should be thoroughly learned, and may be reviewed from French 2 (Lesson XLII of the Roux text).

Note: It is suggested that, considering the importance of the subjunctive mood, lessons 25-28 be taught much earlier in the term (possibly following lesson XV), rather than at the end of the course. The teacher will then be able to draw the students' attention to subjunctive forms as they occur, particularly in the reader, throughout the second term. The last two lessons which describe winter sports in France would then be taught at a much more seasonable time of year than May or June when they are generally taught.

Lesson XVI —Omit the reading lesson and exercises A and H.

Lesson XVII —Take the reading lesson but omit exercises A and F.

Lesson XIX —Omit the reading. Take the grammar and do exercises C, D, E, I, J.

Lesson XXIII —Omit the reading lesson and exercises A, E, F.

Lesson XXIV —Leave out the reading lesson and exercises A, D, F, G, H. Take the grammar and exercises B, C, E.

Lesson XXV —Omit the reading lesson and exercises A, G, H, I. Drill on the present subjunctive and do exercises B, C, D, E, F.

Lesson XXVI —Omit the reading lesson and exercises A, C, G, H. Teach the perfect subjunctive and the stated uses and do exercises B, D, E, F.

Lesson XXVII —Take the reading lesson, teach the fundamental uses of the subjunctive (see below), and do all the exercises.

Lesson XXVIII—The entire chapter is prescribed, with special attention to the fundamental uses of the subjunctive as outlined below.

FUNDAMENTAL USES OF THE SUBJUNCTIVE

NOTE: Only the present and perfect tenses of the subjunctive mood will be required. Practice should be given in using these subjunctive forms in the constructions outlined below.

In adverbial clauses introduced by certain conjunctions. The complete list is to be learned. Travis p. 211.

In noun clauses depending on certain verbs. Travis p. 221.

(1) Verbs expressing an emotion—

(a) Joy: (*être content que; être heureux que; aimer que*)

(b) Sorrow, regret, anger, shame: (*c'est dommage que; regretter que, être fâché que; avoir honte que*)

(c) Surprise: (*être étonné que; être surpris que*)

(d) Fear: (*craindre que . . . ne; avoir peur que . . . ne*)

(2) Certain impersonal verbs: (*il faut que; il vaut mieux que; il est temps que; il est important que; il se peut que; il semble que*)

(3) Verbs of wishing and verbs of authority. Travis p. 230. (*vouloir que; préférer que; ordonner que; exiger que; permettre que; consentir que; défendre que*)

(4) Verbs of incertitude. Travis p. 231. (*douter que; penser que and croire que* used negatively or interrogatively)

In adjective clauses introduced by a relative pronoun. Travis p. 234.

(1) When the antecedent is modified by a superlative or by a word with superlative force, such as *premier, dernier, seul, unique*.

(2) When the principal clause contains a general negation, indicating that the antecedent is indefinite or does not exist. (*Il n'y avait personne qui . . .*)

(3) When the clause is introduced by whoever, whatever or however.

Teachers should be on the lookout for examples of the above as found in *Premier Cours de Français* (Roux) ; *Le Français Moderne* (Cru) ; *First Year French and Second Year French* (O'Brien and Lafrance) and *Sans Famille* (Hector Malot).

Phonetics: Use should be made of the symbols to aid pronunciation:

1. When new words are encountered.
2. To correct persistent faults.

Type Questions: The following types of questions are suggested for practice and review:

1. Fill in the blank spaces with the correct phonetic pronunciation from the choices at the right:

cousin [kuzē], [kyzē], [kysē], [kusē]
coussin

poison [pwasō], [pwazō]
poisson

faim [fā], [fām], [fam], [fē]
femme

cherchant [ʃer ʃā], [ʃer ʃ ō], [ʃer ʃē], [ʃer ʃ]
cherchent

enfin [ēfā], [ā fē], [āfā], [āfīn], [āfē]
enfant

2. Write the nasal symbol which occurs in each of the following words:

jardin, impur, faim, main, teint

3. Divide the following words into groups of words each of which has the same sound:
 - a. [s] or [z] *Chose, grosse, maison, pelouse*
 - b. [i] or [j] *orville, gentille, famille, fille, mille*
 - c. or [ɛ] [ɛ̃] *image, chassent, jardin, chantent, joli*
 - d. [o],[ɔ],[ɔ̃] *dos, joli, raconter, donner, gros, sont*
4. Choose three words from a given passage which:
 - a. Begin with [ɛ̃]
 - b. Contain [ɛ̃]
 - c. End with [ɛ̃]

Reference Books:

1. *First Year of French*; O'Brien and LaFrance and *Second Year of French* (for French 2 and 3). They will be found useful for students studying by the Direct Method, and by teachers who wish to improve their pronunciation and conversational facility.
2. *Revised Elementary French Grammar*; Fraser, Squair, and Parker. This is a good reference for teachers who wish to have information on conversational points of grammar and French idioms.
3. *La Douce France*; Theodore Huebner. This is a book on French civilization, being an introduction to France and its people. It is written in English.
4. *English and English-French Dictionary*: Wesseley.
5. *Pronunciation of French*; Jeanne Vidon Varney. This is a very complete treatment of the subject.

Supplementary materials: A list of topics and texts has been approved as supplementary material for French 1, 2 and 3, to be used, particularly but not exclusively, by schools having large enrolments of French-speaking pupils. Teachers desiring to use such material should write to the Director of Curriculum for the list and for permission to use it. Except in schools where such permission is granted only the regularly authorized texts may be used.

LATIN

It should not be assumed that for all students taking instruction in Latin the same objectives will be realized. Students differ greatly in their abilities, attitudes and personal qualities. It is to be expected that in any class of high school students who are studying Latin there will be found some who have a special aptitude for the study of languages. A large number, however, perhaps the majority indeed, will be taking Latin in order to meet the entrance requirements of certain institutions for higher vocational or academic training. Many who profess to be studying Latin merely to meet matriculation requirements will never pass the threshold of a university. The question arises, "Has the study of Latin any intrinsic value; can it be defended as a high school subject well worthwhile in its own right?" The great contribution of Latin to the English language supplies the affirmative answer to this question. A student who has taken only one year of Latin should, in return for his labor, have a much enriched vocabulary; he should have acquired valuable information about prefixes, suffixes, loaned words, phonetic changes, derivations, Latin phrases, abbreviations and quotations. He should know the motto of the provincial university, and be able to find his way through the occasional classical references appearing in the editorial columns of papers and magazines. By the end of his second year he should be reading Latin with increasing confidence and certainty, and his studies in the subject should contribute measurably to his ability to read and write correct English.

Students enrolling in Latin courses must realize very early in the year, possibly as early as the first week, that in this subject there is no royal road to learning, that they are condemned by the nature of the subject to "scorn delights and live laborious days." No one can learn Latin merely by listening to the teacher; intense study is constantly required. No amount of drill on vocabulary can replace the memorization of the words, their gender and genitive forms if they are nouns, their principal parts and conjugation if they are verbs. Students who are unable or unwilling to put forth the initial

effort on vocabulary mastery will never become proficient in language study. A reasonable mastery of verb-forms, grammatical constructions and fundamental vocabulary is a *sine qua non*, without which no one should attempt the second or third year units.

Without question, a reading knowledge of Latin is an important objective. In the second year two periods a week should be devoted to reading the prescribed authors, including some study of idioms and grammatical principles illustrated in the passages studied. By the middle of the third year, in addition to spending two periods a week on prescribed selections for reading, students should have considerable practice in reading passages which they have not seen before. In studying the prescribed authors the class should pay some attention to matter as well as form, and learn from the passages themselves something of the history and culture of the ancient world, the greatness of Rome, and the spread of the Latin culture and tongue westward.

LATIN 1

The course follows the prescribed textbook. The selections about Marcus and Virginia should be read carefully throughout the year, as far as time permits.

Textbook: *Essential Latin*, Thompson, Tracy & Dugit, pages 1-225.

LATIN 2

Textbooks: Grammar: *Essential Latin*, Thompson, Tracy and Dugit, pages 225-370.

Reading: *Latin Prose and Poetry*; Bonney and Niddrie.

Teachers' Reference: *Latin Prose Composition*; Bonney and Niddrie.

Before commencing the second year work in grammar a thorough review of Latin 1 should be undertaken, for a period of from two to six weeks, depending on the proficiency of the class. The selections about Marcus and Virginia may be ignored.

Reading

There is a two-year cycle. Cycle one is prescribed for the academic year 1950-51 and every alternate year thereafter. The reading should be commenced soon after the opening of school, and should be taken twice a week concurrently with grammar.

Cycle One (1950-51 and alternate years)

From Part 1 of the text read the following:

Caesar—all selections except Number VII.

Eutropius—all selections.

Phaedrus—all selections.

and

From Part 2 of the text read:

Martial—all selections.

Cycle Two (1951-52 and alternate years)

From Part 1 of the text read:

Gellius—all selections.

Nepos—all selections.

Ovid—Selections II, III, IV.

LATIN 3

Textbooks: Grammar, *Essential Latin*; Thompson, Tracy and Dugit.

Teacher's Reference: *Latin Grammar*; Bennett.

Reading: *Latin Prose and Poetry*; Bonney and Niddrie.

Prose Composition: *Latin Prose Composition*; Bonney and Niddrie.

Suitable material may be chosen from this book to supplement the textbook in Grammar.

Reading

There is a two-year cycle. Cycle One is prescribed for the academic year 1950-51 and every alternate year thereafter. The reading should begin shortly after the opening of school in the fall, and should be taken twice a week concurrently with grammar.

Cycle One (1950-51 and alternate years)

From Part 1 of the text read:

Vergil—Selections III,IV,VI,VII, IX, XV.

and

From Part 2 of the text read:

Cicero—Selections I,II,III and Letter III.

Livy—Selections I to VII inclusive.

Pliny—Letters I, II, III, IV, VI.

Catullus—Selections II to VII inclusive.

Cycle Two (1951-52 and alternate years)

From Part II of the text read:

Cicero—Selections IV, V, VI, and Letters VI, VII.

Livy—Selections IX to XV inclusive.

Pliny—Letters VII, VIII, XI, XIII.

Vergil—Georgics III, V; Aeneid selections I,III,IV,V.

Horace—Odes I to IX inclusive.

N.B.—Teachers of Latin 3 should note that the whole textbook in Grammar is prescribed as the course for grade twelve. The Prose Composition should be taken at least once a week throughout the year.

GERMAN

The course in German language outlined below is, like all high school courses in foreign languages, designed for the student who is approaching the language as a newcomer, knowing little or nothing about it. For such students the three-year course is adequate in content and pace. Many, possibly the majority of the students wishing to study German in high school, come from communities where German is spoken and they are therefore familiar with the language. For these students the course must be amplified and enriched by the introduction of material from the supplementary references.

The foregoing factors will determine the classroom procedure and method of instruction. A class of students with a knowledge of oral German presents the ideal situation for the use of the direct method of instruction. For a class of beginners a modified form of the direct method may be used which will introduce the language to the pupils with emphasis on language experience, vocabulary building and pronunciation rather than on translation and rules of grammar. The language course is no longer merely a preparation for a written examination at the end of the year. Classroom instruction is no longer dominated by the burning question, *What is required for the examination?* Efficient, intelligent and interesting classroom practice will give the pupil a productive as well as a receptive command of the language, enabling him not only to understand the language by acquiring a reasonable mastery of verb forms, grammatical constructions, and fundamental vocabulary which a written examination can test, but also the power to express himself simply and correctly in the living language. Rules of grammar should grow out of his early experiences with the language and not by the parrot-like repetition of unrelated formulas such as "*durch*," "*für*," "*gegen*," "*ohne*," "*un*" and "*wider*." Reading in a foreign language must not be treated as an exercise in translation. The student should be trained to read in order to understand the content of what he is reading with a minimum of translation.

A language cannot be dissociated from its native land and from its people. It is a key which will open many treasures for the student, a new literature and a closer and more intimate acquaintance with the daily life, manners, customs, traditions and culture of a people. The resultant breadth of understanding was never more important or more necessary

than it is today, for the future of the world depends upon international relations. The Germany described in the textbook is the lovely country that was Germany before 1933. Today her beautiful towns and cities lie in ruins, her people are emerging from a state of bondage. Understanding and tolerance are now needed to overcome the distrust and hatred which the recent war has stirred up. The language teacher has a great opportunity to stimulate and develop that breadth of vision and knowledge which our youth must possess in order to reconstruct our war-torn world on a solid foundation of peace and good-will.

GERMAN 1

Textbook: *First Book in German*; Chiles and Wiehr.

Lessons 1-15, including review exercises.

Reading: *Allerlei*; Hagboldt.

✓ *Fabeln*; Hagboldt.

Anekdoten und Erzählungen; Hagboldt.

Occasional practice in German script should be given.

GERMAN 2

Textbook: *First Book in German*; Chiles and Wiehr.

Lessons 16 to the end.

Reading: *Eulenspiegel und Münchhausen*; Hagboldt.

Fünf berühmte Märchen; Hagboldt.

Fortunatus; Purin.

Easy passages for sight translation.

GERMAN 3

Textbooks: Grammar and Composition, *First Book in German*; Chiles and Wiehr. The whole book will be used for review and for reference.

Reading: *Das Peterle von Nürnberg*; Morgan.

Das geheimnisvolle Dorf; Hinz.

Das Abenteuer der Neujahrsnacht; Hagboldt.

Immensee; Storm.

For superior students the following may be used for additional reading:

Ein Sommer in Deutschland; Leopold.

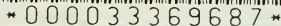
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